TEACHER LEADERSHIP **PGES EQUITY** 

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**Teacher Edition** 

# Connecting the Dots

Stratogies for re

The connections between Novice Reduction, the Ky FfT, and CHETL are important to note; novice reduction work is not additional work, but a seamless part of highly effective teaching and learning. Best practices have a direct impact on reducing novice while the resulting delivery of instruction may provide quality evidences. Hence, the Professional Growth and Effectiveness System (PGES) fosters the refinement of teacher practices that positively impact Novice Reduction.

The table below illustrates some of the connections between KyFfT, CHETL (Section II) and reducing Novice. Please note that these are only a sample of the many practices that connect through daily work.

		Strategies for re- ducing novice stu- dents in the class- room	Connections to KY FfT	Connections to CHETL: Section II	
Tolloculo.	Reflection	Teacher reflects on current practices and student data to determine areas for growth (i.e., pedagogy, growth mindset, assessment practices).	Domain 1:  B. Demonstrating  Knowledge of Students	Section II: Classroom Assessment and Reflection Teacher Characteristics: A. Teacher uses multiple methods to systematically gather data about student understanding and ability. B. Teacher uses student	
	Professional	Teacher engages in high quality professional learning on reducing novice in the classroom using assessment literacy practices and instructional strategies.	Domain 4: A. Reflecting on Teaching E. Growing and Developing Professionally F. Demonstrating Professionalism	work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice.  C. Teacher revises instructional strategies based upon student achievement data.	
	Learning	Teacher discusses highly effective strategies and assessment literacy practices in PLC.	Domain 1: C. Selecting Instructional Outcomes E. Designing Coherent Instruction F. Designing Student Assessment  Domain 4: D. Participating in a Professional Community	Section II:  E. Teacher co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance.	NOVICE REDUCTION
	Implementation	Teacher implements learned highly effective instructional strategies and assessment literacy practices in the class- room.	E. Growing and Developing Professionally  Domain 2: A. Creating an Environment of Respect and Rapport B. Establishing a Culture for Learning C. Managing Classroom Procedures  Domain 3: A. Communicating with Students C. Engaging Students in Learning D. Using Assessment in Instruction E. Demonstrating Flexibility	Section II: Classroom Assessment and Reflection Teacher Characteristics: E. Teacher co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance. J. Teacher reflects on instruction and makes adjustments as student learning occurs.	CTION

## about this collaborative process and to keep feedback educator-focused.

**NGP Hot Topic** 

Resources to aid Peer Observation

What Good Coaches Do: The way individuals interact with each other makes or breaks most coaching relationships. Even if educators and coaches know a lot about content and pedagogy and have impressive qualifications, experience or post-graduate degrees, people will

tains seven partnership principles that help peers and coaches work together.

Peer Observations are underway. Here are two timely resources to help educators learn more

and Responsiveness

Reflective Prompts: Using criteria that makes for effective, focused, feedback, this succinct resource is intended for use by principals but lists questions that are appropriate to ask between a peer and a teacher during a post conference.

not embrace learning unless they're comfortable working with that person. This article con-

(DE Quick **Teacher's Corner** Links:

### iety. Here are a few facts about the Professional Growth and Effectiveness System (PGES) SV Survey teachers should keep in mind:

Voice Survey is not weighted in your evaluation. It is one of many formative

sources of evidence a

Your "score" on the Student

Making the Most of the Student Voice Survey

by Joseph Harris and Carly Baldwin

teacher and principal use to reflect on Domain 2: Classroom Environment and Domain 3: Instruction.

Only a teacher and evaluator view results in EDS.

There are ways to integrate student voice into the classroom

For many teachers, the official Student Voice (SV) Survey can prompt anx-

throughout the year that will better prepare students for the official survey and will help teachers create a stronger and more inviting classroom environment. This will make the official survey less threatening and should encourage stronger results from students. Consider administering the PGES Student Voice Survey several times per year to help you and your students think more purposefully about improving classroom climate and making the format more familiar and less confusing. Here are some ideas.

experience for all who walk through our doors.

Follow this link to view the extended article.

through an online form. Bring the results back to the students and ask for honest feedback on how to improve the learning environment. Generate norms or an action plan based on the student feedback and implement the plan.

Once per grading term, administer the survey on paper or

In a recent working conversation, I asked Carly a few questions about student voice:

A: I want to know if students feel safe in my classroom, if they are supported and if they feel like they can trust me. I don't have to wait for the official KDE Student Voice Survey window to open to find out the answers to those questions. I can use the official questions and do a student voice survey at any time! Then, I can reflect and modify our classroom climate based on their results.

use data from the paper/pencil versions of the Professional Growth and Effectiveness System (PGES) Student Voice Survey and other tools such as a post assessment survey to enter into complex conversations with students about how we can work together to create a better learning

Q: How might teachers use the data from the PGES Student Voice Survey to improve class-

Student Voice Survey implementation within Infinite Campus (IC) continues through March 4. Districts using paper/pencil or other modes are to follow the Certified Evaluation Plan's (CEP's) time-

positive answers per construct.

Student Voice Update

room climate?

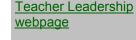
line for scheduling guidelines. New! Student Voice (SV) Question-Level Report now available

For the first time, SV results have been tabulated by question for each participating teacher and can be viewed in the Infinite Campus (IC) Student Voice Survey (SVS) -Teacher Re-

sults report. The Student Voice Survey - Teacher Results report is only accessible within IC and is not available in the Educator Development Suite (EDS). In the IC report, the percentage of all student re-

sponses is shown for each answer of each question, whereas EDS reports the percentage of

The report can be generated for any teacher survey completed from January 4 – March 4. Teachers surveyed during multiple windows may receive the Student Voice-Teacher Results report for each window they have participated in per their school assignment. Student Voice Survey results are available in IC for one entire academic year and are accessible through the report at any time.



<u>Professional</u>

Equity webpage

Title II webpage

Learning webpage

EDS webpage @KyPGES

@KyTeacherLeader

PGES webpages

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